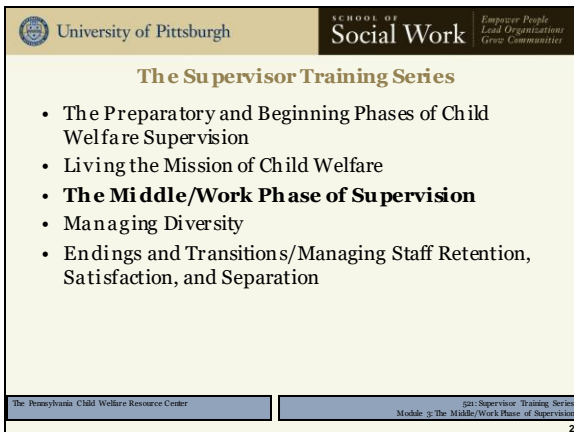




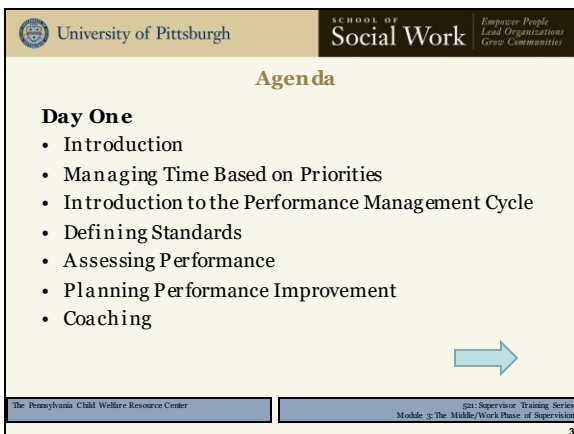
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Agenda (continued)

Day Two

- Coaching (continued)
- The Middle/Work Phase Skills
- The Strength-Based, Solution-Focused Approach

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Agenda (continued)

Day Three

- Reflective Supervision
- Supporting Critical Thinking
- The Teacher and Learner

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Agenda (continued)

Day Four

- Putting it All Together
- Transfer of Learning
- Introduction to Foundations of Child Welfare Practice
- Performance Evaluations
- Transferring of Learning and Evaluation

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Learning Objectives

Participants will be able to:

- Describe organizational and time management methods to balance multiple priorities;
- Identify the steps in the Performance Management Cycle;
- Recognize methods to assess, support and enhance staff's commitment, confidence and competence;
- Discuss the importance of coaching when learning a new skill;
- Identify skills to provide culturally specific feedback to supervisees;

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Learning Objectives (continued)

Participants will be able to:

- Discuss the Interactional Helping Skills used in the Middle/Work Phase;
- Identify the seven key strategies and associated skills from the Solution-Focused approach.
- Explain the importance of using reflective supervision techniques;
- Explain the supervisor's role in the learning cycle;

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Learning Objectives (continued)

- Identify supervisor pre- and post training techniques that facilitate the transfer of learning process;
- Recognize the structure of "Foundations" as a strength-based, solution-focused method of training new Child Welfare Professionals;
- Recognize their supervisory responsibility to support and mentor new Child Welfare Professionals who are attending "Foundations"; and
- Identify the steps in a performance evaluation.

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Roles of Supervision

- **Administrative Supervision**
- **Educational Supervision**
- **Clinical Supervision**

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Educational Supervision

Educational Supervision focuses on educating workers in order to attain more competent and confident workers. This type of supervision emphasizes the development and/or enhancement of the child welfare professional's knowledge and skills.

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Clinical Supervision

Clinical supervision focuses on the work that caseworkers do with children and families. Good clinical supervision is supportive, nurturing, and motivating in helping workers to attain a high level of performance. It is critical to building worker competencies, including reinforcing positive social work ethics and values, encouraging self-reflection and critical thinking skills, and supporting the worker through casework decision-making and crises.

In **clinical supervision**, a supervisor and worker together reflect on the skills used and theory applied by the worker with a family in assessing, planning, implementing, and monitoring change.
(Child Information Gateway, 2011)

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Idea Catcher

Don't let a good idea get away!

– People remember:

- 20% of what they hear
- 30% of what they see
- 70% of what they say
- 90% of what they do

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Goethe's Quote


“Things which matter most must never be at the mercy of things which matter least.”

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Avoid Performing Purposeless Activities

- Don't just do it to be doing it;
- Don't mistake the activity for the results; and
- Keep it relevant.



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The Urgency Index

- **0-25** low urgency mindset
- **26-45** strong urgency mind-set
- **46+** urgency addiction

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Don't prioritize your schedule, but instead schedule your priorities.

(Covey, 1994)

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High Performance and Typical

	Urgent	Not Urgent
Important	I 20-25% 25-30%	II 65-80% 15%
Not Important	III 15% 50-60%	IV Less than 1% 2-3%

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Seven Key Activities

- Improving communication with people
- Better preparation
- Better planning and organizing
- Taking better care of self
- Seeking new opportunities
- Personal development
- Empowerment

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Put First Things First

At the beginning of each day:

- Preview the day;
- Prioritize; and
- Separate time-sensitive activities from activities that can be done any time.

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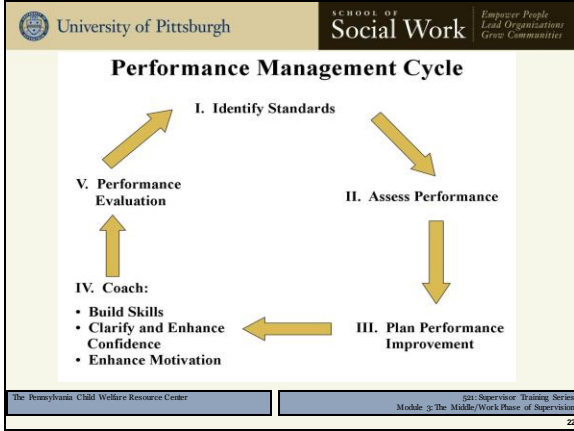
The Goal of Performance Management

CONTINUOUS QUALITY IMPROVEMENT

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Points on Clarifying Expectations

- Never assume expectations are clear;
- Everyone needs to take responsibility for clarifying expectations while being culturally competent;
- Statements must be clear, specific and measurable;
- Listen to staff's ideas, negotiate the final standard, and support of staff's actions.
- Always contract with employees to give and receive feedback when they are first hired. This contract should be renegotiated regularly to encourage honest and open communication.

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Standards Must Be:

- Specific;
- Measurable;
- Action Oriented;
- Realistic; and
- Time-limited.

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Group Instructions

- Identify one standard that serves as the best example of a well-written standard.
- Identify one standard that caused the group the greatest challenge to refine.
- Record on flip chart papers the two standards.

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Typical Causes of Performance Gaps

- Lack of competence;
- Lack of confidence; and
- Lack of commitment.

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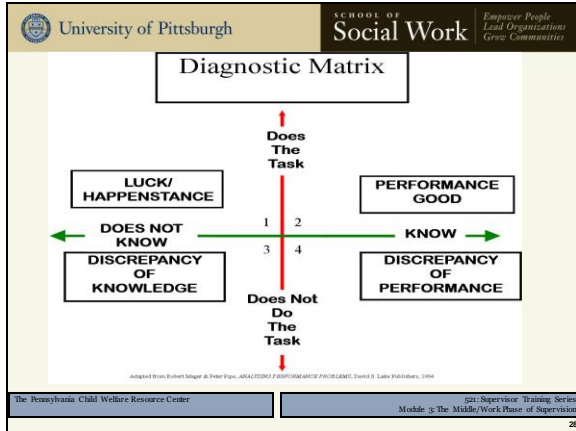
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Diagnostic Matrix

LUCK/HAPPENSTANCE	PERFORMANCE GOOD
DISCREPANCY OF KNOWLEDGE	DISCREPANCY OF PERFORMANCE

Adapted from Robert Mager & Peter Pipe, *ASSESSING PERFORMANCE PROGRAMS*, David & Luke Publishers, 1984.

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- Potential Solutions for Knowledge Deficits**
- Ignore the problem
 - Training and transfer of learning activities
 - Additional practice and feedback
 - Change the job
 - Informal on-the-job training
 - Mentor
 - Transfer or termination
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- Potential Solutions for Execution/Performance Deficits**
- Ignore the problem
 - Remove or minimize barriers
 - Provide praise when done correctly
 - Provide encouragement
 - Connect the desired performance to the shared vision, mission, and values system
 - Arrange appropriate consequences →
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Potential Solutions for Execution/Performance Deficits (continued)

- Refer to outside services
- Remove or minimize rewards for undesired performance and balance this also with rewards for desired performance
- Remove or minimize punishments for desired performance and balance this with appropriate rewards

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What types of interventions might be best to help Sophia improve her performance?


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What is Coaching?

Coaching is an intervention that reduces the impact of performance problems due to lack of skills, knowledge, and motivation. It may also be used to enhance performance that is already satisfactory.

(Seymour, 1994)



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What is Coaching (continued)?

In coaching, one person improves the performance of another by:

- questioning,
- collaborative goal setting,
- systematic observation, and
- motivational and constructive feedback, and positive guidance.

(Seymour, 1994)

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Brainstorm a list of characteristics of an effective coach.

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What is a Coach?

A person who is responsible for guiding other people to winning results through a continual process of discovering individual's strengths and weaknesses and matching information, resources, advice, and understanding to those needs.

(Seymour, 1994)

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An Effective Coach is...

- Positive;
- Enthusiastic;
- Supportive;
- Trusting;
- Focused;
- Goal-oriented;
- Observant;
- Respectful;
- Patient;
- Clear; and
- Assertive.

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Attitude Yields Attribute

Assume the attitude and you will develop the attribute.

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Steps to Effective Coaching

Step 1: Name the purpose or challenge and describe the desired outcome

Step 2: Assess/Brainstorm possible approaches

Step 3: Develop a plan of action

Step 4: Set deadlines

Step 5: Establish standards/criteria for evaluation

Step 6: Facilitate action

Step 7: Follow through

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Agenda

Day One

- Introduction
- Managing Time Based on Priorities
- Introduction to the Performance Management Cycle
- Defining Standards
- Assessing Performance
- Planning Performance Improvement
- Coaching




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Agenda (continued)

Day Two

- Coaching (continued)
- The Middle/Work Phase Skills
- The Strength-Based, Solution-Focused Approach




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Agenda (continued)

Day Three

- Reflective Supervision
- Supporting Critical Thinking
- The Teacher and Learner



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Agenda (continued)

Day Four

- Putting it All Together
- Transfer of Learning
- Introduction to Foundations of Child Welfare Practice
- Performance Evaluations
- Transferring of Learning and Evaluation

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Steps to Effective Coaching

Step 1: Name the purpose or challenge and describe the desired outcome

Step 2: Assess/Brainstorm possible approaches

Step 3: Develop a plan of action

Step 4: Set deadlines

Step 5: Establish standards/criteria for evaluation

Step 6: Facilitate action

Step 7: Follow through

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Environmental Benefits of Coaching

- Fosters productive working relationships;
- Provides opportunities for conveying appreciation;
- Fosters self-coaching behaviors; and
- Improves employee performance and morale.

(Cook, 1999)

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Considerations for Coaching Employees with Disabilities

- Coach regularly.
- Make training materials, activities, facilities and instructions are accessible
- Adapt your one-on-one coaching technique.
- Give effective feedback.
- Provide professional development opportunities.
- Determine necessary accommodations.
- Assign a peer coach.

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Two Focus Areas in Individual Supervision

- Worker professional development
- Case supervision.

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Supervisory Conferences: How Often?

- Difficulty of the specific standards assigned;
- How structured or unstructured is the work environment;
- Number of alternatives, or how repetitious or how different each time is the policy application; and
- The combined degree of employee competence, confidence and commitment.

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Sessi on al Tuning-In Skills

- Tuning In to Self
- Tuning In to Others
- Responding to indirect cues

(Shulman, 2010)

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Sessi on al Contracting Skills

- Preparing of a gendas for individual conference or g r o u p meeting
- In qu ire what the staff would like to discuss
- Allowing staff to v oice concerns at the beginning of the session prevents the illusion of work

(Shulman, 2010)

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El a b o r a t i o n Skills

- Moving from general to specific
- Containment
- Focused listening
- Questioning
- Reaching into silences

(Shulman, 2010)

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Focused Listening

- What part of Fred’s message would be your focus?
- What would you do or say next?

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Sources of Job Related Tension

- Administrative pressures
- Educational supervision challenges to long held positions
- The supervisor-supervisee relationship
- Client relationship pressures
- The nature and context of the task

(Kachushin, 1992)

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Empathy Skills

- Reaching for feelings
- Acknowledging feelings
- Articulating workers’ feelings

(Shulman, 2010)

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Barriers to Using Empathy Skills

- It requires that supervisors to be in touch with their own feelings;
- The feeling that it is unprofessional to have close relationships with their staff;
- The belief that empathy should be reserved for therapy; and
- A lack of clarity about their function and purpose of supervision.

(Shulman, 2010)

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Skills in Sharing own Feelings

- Showing vulnerability
- Showing anger

(Shulman, 2010)

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Transference

The redirection of feelings and desires and especially of those unconsciously retained from childhood toward a new object.

(Webster's New Collegiate Dictionary, 1976)

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Counter-transference

The projection of one's own unresolved conflicts onto a client.

(Webster's New Collegiate Dictionary, 1976)

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Counter-transference in Our Work

- What instances of counter-transference have you already been able to identify in work with your staff?
- How it was that they became aware of these feelings?

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Instructions

1. Review the respective skill factor on the handout.
2. Discuss.
3. Prepare to explain each of the related skills to the rest of the group and how it can be applied in supervision.

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Skills in Making a Demand for Work

- Facilitative confrontation
- Partializing the worker's concerns
- Holding to focus
- Checking for underlying ambivalence
- Challenging the illusion of work

(Shulman, 2012)

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Skills in Pointing Out Obstacles

- Exploring taboo areas
- Dealing with the authority theme

(Shulman, 2012)

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Skills in Sharing Data

- Providing relevant data
- Monitoring the learning process
- Presenting data in a way open to challenge

(Shulman, 2012)

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Sessional Ending Skills

- Summarizing
- Generalizing
- Identifying next steps
- Rehearsing
- Identifying doorknob communications

(Shulman, 2012)

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How is the Strength-Based, Solution Focused Approach Helpful?

- The modeling of it by supervisors at the unit and worker levels (parallel process) promotes a positive vision of the future and measurable progress built on strengths;
- The questions provide information about the worker's competency level; and
- It promotes a sense of partnership and mutual responsibility for a worker's professional development.

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Types of Questions

- Exception Questions
- Coping Questions
- Indirect Questions
- Scaling Questions
- Miracle Questions

(Berg & Kelly, 2000)

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Agenda

Day One

- Introduction
- Managing Time Based on Priorities
- Introduction to the Performance Management Cycle
- Defining Standards
- Assessing Performance
- Planning Performance Improvement
- Coaching

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Agenda (continued)

Day Two

- Coaching (continued)
- The Middle/Work Phase Skills
- The Strength-Based, Solution-Focused Approach

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Agenda (continued)

Day Three

- Reflective Supervision
- Supporting Critical Thinking
- The Teacher and Learner

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Agenda (continued)

Day Four

- Putting it All Together
- Transfer of Learning
- Introduction to Foundations of Child Welfare Practice
- Performance Evaluations
- Transferring of Learning and Evaluation

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Reflective Supervision

A collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth.

(Shahmoon-Shanok, 2009)

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Reflection

Stepping back from the immediate experience to sort through thoughts and feelings about what one is observing and doing with children and families.

(Fenichel, 1992)

[Nova scienceNOW Mirror Neurons](#)

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Prevalence of Secondary Trauma in Our Work

- 55% of child welfare professionals have at least one core symptom clusters (group of symptoms) of Post-Traumatic Stress Disorder (PTSD)
- Almost 16% of workers meet the criteria for PTSD.

(Bride, 2007)

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What Does the Word "Trauma" Mean?

- The Greek word for "wound"
- An injury (as a wound) to living tissue caused by an extrinsic agent.
- A disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury.

(Merriam-Webster, 2012)

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The Three Elements of Reflective Supervision

- Collaboration
- Regularity
- Reflection

(Parlakian, 2001)

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Jeree Pawl's Platinum Rule of Reflective Supervision

Do Unto Others As You Would Have Others Do Unto Others.

(Pawl, 1995)

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CHILD WELFARE--- AN "OPEN" SYSTEM

THEY NOTICE (Accountability)

Strategy: Vision, Mission, Values

INPUTS (WHAT WE NEED)	PERFORMANCE CAPACITY (WHAT WE CAN DO)	PERFORMANCE ACTIONS (WHAT WE DO)	OUTPUTS (WHAT WE GET)	OUTCOMES (WHAT CHILDREN AND FAMILIES GET)
---------------------------------	-------------------------------------------------	--------------------------------------------	---------------------------------	-----------------------------------------------------

WE NOTICE (Success)

APHSA, 2009

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Techniques that Facilitate Reflection on Applying Skills

Memory work

and

Process recordings

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Shulman's Quote

"It is not possible to develop practice skills in working with clients or supervision of staff without some ongoing means of examining the details of one's practice efforts."

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Memory Work

- What happened?
- How did you feel when she said that?
- What did you say back?

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Memory Work Discussion

- Discuss any experiences you have had conducting memory work with your staff.
- Has this technique affected your worker's practice or decision making abilities?
- If so, how?

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What is Process Recording?

- It involves creating a written record of an interview including:
 - All verbal and non-verbal communication;
 - The child welfare professional’s feelings throughout the interview; and
 - Supervisor’s constructive and motivational feedback.

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Process Recording Questions

- Can you see yourself using process recordings as a supervisor?
- What might be the benefits to using process recordings?
- What are the barriers?
- Are there any specific situations when process recording might be helpful?

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Practical Considerations

- Complete recordings as soon as possible after the interview;
- Afford the worker the time to do it;
- Discuss the process recording with the worker before the next client interview; and
- Ensure that process recordings do not become part of the client’s permanent record.

(Wilson, p. 55, 1976 Ed.)

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Reflective Supervision Results in:

- Decreased incidence of burnout;
- Staff retention;
- Increased hope for families;
- Increased permanent placements for children;
- Increases self-awareness of worker;
- Increase in learning;
- Increased empathy for clients;
- Workers use the same skills with clients (parallel process).

(Turner, 2009.; National Council on Delinquency, 2006. www.multiplyingconnections.org, Shamoon-Shanok, 2011)

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Critical Thinking Defined

Seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions based on available facts (and) solving problems.

(Willingham, 2008).

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Thinkers' Thoughts on Thinking

"Thinking is the hardest work there is, which is the probable reason so few engage in it."
- Henry Ford

" Many people think they are thinking when they are merely rearranging their prejudices."
- William James

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Tasks of Critical Thinkers

- Provide a clear focus on the question or problem
- Increase self-awareness and the recognition of cognitive biases
- Judge the credibility of sources of information
- Analyze and evaluate information
- Formulate well-reasoned conclusions and decisions
- Communicate clearly and thoughtfully

(University of Pittsburgh, 2011)

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Three Ways to Use the Guide

- Worker need
- Department/unit focus area
- Supervisory skill development

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<p>Child/Youth and Family Status Indicators</p> <ul style="list-style-type: none"> • Safety: Exposure to Threats of Harm • Safety: Risk to Self/Others • Stability • Living Arrangement • Permanency • Physical Health • Emotional Well-Being • Early Learning and Development • Academic Status • Pathway to Independence • Parent or Caregiver Functioning 	<p>Practice Performance Indicators</p> <ul style="list-style-type: none"> • Engagement Efforts • Role & Voice • Teaming • Cultural Awareness & Responsiveness • Assessment & Understanding • Long-Term View • Child/Youth & Family Planning Process • Planning for Transitions & Life Adjustments • Efforts to Timely Permanence • Intervention Adequacy & Resource Availability • Maintaining Family Relationships • Tracking & Adjusting
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Incorporating Critical Thinking into Supervision

- What value would it be to use the *Supervisor's Guide, Quick Tool, and Safety Assessment Quality Assurance Toolkit* during supervision?
- Do you think that case decisions might look different if these tools were used regularly?
- How do you think using these tools in supervision could help a child welfare professional become more confident? Competent?
- What do you as a supervisor need to be able to incorporate the use of these tools into your supervisory conferences?

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Educational Supervision

Educational Supervision focuses on educating workers in order to attain more **competent** and **confident** workers. This type of supervision emphasizes the development and/or enhancement of the child welfare professional's **knowledge** and **skills**.

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The Mid-Wife Teacher

- Describe the approach a mid-wife teacher would use to impart knowledge.
- How would the student experience learning from a mid-wife teacher?

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Connected Teaching

- **Content:** what is being discussed in order to achieve the group's goals.
- **Process:** the sequence of group members' actions that take place over time and are aimed at achieving the group's goal.

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Connected Learning

- Professional/Personal
- Subjective/Objective
- Content/Process

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Characteristics of Adult Learners

- Self Concept;
- Experience;
- Center-Time Perspective; and
- Readiness-to-Learn.

(Malcolm Knowles, 1984)

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Group Instructions

- Discuss your assigned characteristic of an adult learner. (Instructional implications and the role of the supervisor in teaching to this adult learner characteristic.
- Decide how you wish to “teach” your adult learner colleagues what you discovered during your discussions. (Consider the implications you identified as you decide how to “teach”.)
- Each group will have about 5 minutes to “teach” your adult colleagues.

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Self Concept

The adult learner sees herself as capable of self-direction and desires others to see her the same way. In fact, one definition of maturity is the capacity to be self-directing.

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Experience

Adults bring a lifetime of experience to the learning situation. Young people tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his total life experience.

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Readiness-to-Learn

Adult developmental tasks increasingly move toward occupational role competence and away from the more physical developmental tasks of childhood.

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Center-Time Perspective

Young people tend to think of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective.

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Diagnostic Matrix

	Does The Task		
LUCK/HAPPENSTANCE	1	2	PERFORMANCE GOOD
DOES NOT KNOW	← KNOW →		
DISCREPANCY OF KNOWLEDGE	3	4	DISCREPANCY OF PERFORMANCE
	Does Not Do The Task		

Adapted from Robert Mager & Peter Pipe, *ASSESSING PERFORMANCE OBJECTIVES*, David E. Latta Publications, 1994.

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Learning Styles

- Active
- Sensing
- Visual
- Sequential
- Reflector
- Intuitive
- Verbal
- Global

(Felder & Soloman, 1991)

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Learning Style Inventory

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>


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Agenda

Day One

- Introduction
- Managing Time Based on Priorities
- Introduction to the Performance Management Cycle
- Defining Standards
- Assessing Performance
- Planning Performance Improvement
- Coaching



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Agenda (continued)

Day Two

- Coaching (continued)
- The Middle/Work Phase Skills
- The Strength-Based, Solution-Focused Approach

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Agenda (continued)

Day Three

- Reflective Supervision
- Supporting Critical Thinking
- The Teacher and Learner

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Agenda (continued)

Day Four

- Putting it All Together
- Transfer of Learning
- Introduction to Foundations of Child Welfare Practice
- Performance Evaluations
- Transferring of Learning and Evaluation

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Recap of Supervisor Approaches So Far

- In teractional Helping Skills;
- Strength-Based, Solution -Focused Supervision ;
- Reflective supervision ;
- Critical thinking;
- Teacher /Learner strategies.

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What is Transfer of Learning?

Transfer of Learning is the effective and continuing APPLICATION, by trainees to their jobs, of the KNOWLEDGE and SKILLS gained in training.

Broad and Newstrom (1992)

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The Learning Partnership

The diagram consists of three overlapping circles. The top circle is light blue and labeled 'Pennsylvania Child Welfare Resource Center'. The bottom-left circle is blue and labeled 'Supervisor/Administrator'. The bottom-right circle is yellow and labeled 'Trainee'. The intersections of these circles represent the learning partnership.

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Assumptions about Training

- Training is the responsibility of the organization;
- Training is a management intervention; and
- Training is an investment.

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The Learning Cycle

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Driving and Restraining Forces

- Driving forces enhance or increase the likelihood of transfer occurring.
- Restraining forces inhibit or decrease the likelihood that transfer will occur.

(Lewin, 1951).

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Factors that can Deter/Prevent the Transfer of Learning

- Lack of preparation to attend training;
- Lack of attention to transfer during training
- Lack of follow-up after the training; and
- Organizational barriers.

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The Supervisor Facilitates Transfer of Learning by:

- properly assessing each new worker's learning needs;
- preparing the worker to attend training; and
- supporting the worker's application of newly acquired skills on the job after training.

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Levels of Competence

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence
- Conscious unconscious competence

(Curry, 1991)

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“Results Dip”

A temporary drop in performance and efficiency when people try to transfer new knowledge and skills to behaviors in the workplace. This phenomenon is virtually universal and often occurs within the first 30 days.

(Rackham, 1979)

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What Transfer of Learning Support Does the Resource Center Offer?

Structured, deliberate steps of activities or resources intended to help participants make the connections from theoretical concept and associated skill to integrating that concept into practice. It is comprised of a planned series of steps or activities that continue outside the learning event.

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What is a TOL Package?

A set of steps/activities built around an identified curriculum designed to enhance the application of knowledge or skills learned from a training.

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What Type of Activities are in a TOL Package?

- Pre-work
- TOL Support Session
- Booster Shot Training
- Assessment

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<http://www.pacwrc-media.pitt.edu/Foundation1/Foundation1.html>

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A Comparison

CHARTING THE COURSE	FOUNDATIONS
Same	
Modules are taken in order	Modules are taken in order

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A Comparison			
CHARTING THE COURSE	FOUNDATIONS		
Different			
Cohort groups	Non-cohort groups		
9 Interactional Helping Skills	Engagement Skills		
126 training hours and CEs (120 in-person and 6 online TOL hours)	123 hours and CEs (40 online, 72 in-person, and 11 fieldwork hours)		
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A Comparison (continued)			
CHARTING THE COURSE	FOUNDATIONS		
Different			
Pre and Post Work (TOL Module) online	Prerequisites and Fieldwork		
Awareness and knowledge-based with some comprehension and skill practice throughout	Awareness, knowledge and comprehension in prerequisite. Application of skills during in-class and fieldwork		
In-class modules: Lecture and group activities	In-class modules: Team-Based Learning™ and Simulation		
Delivery options: Academy Cluster, and Traditional Style- completed anywhere from 1-8 months	Completed in 3-4 months		
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A Comparison (continued)			
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The Mission of Child Welfare

Safety, timely permanence, and well-being for the children in Pennsylvania.

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Three Questions to Consider During Evaluation

- Have you done what you were supposed to do to master those skills? (Implementation Review)
- Have you improved through those efforts? (Impact Review)
- What lessons have you learned about yourself as you have worked towards improving your skills? (Lessons Learned)

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Group Instructions

- Refer to the Practice Performance indicators on **Handout #11 (At-a-Glance Summary of QSR Indicators)** and the indicators on your agency's performance evaluation.
- Crosswalk the two sets of indicators.
- Record on flip chart paper indicators that overlap or are related.

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Steps in the Performance Evaluation Process

- Preparation for the meeting
- The meeting
- Action planning
- Follow-up

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Preparation for the Meeting

- Explain the purpose of the employee performance review process;
- Help the employee recognize the importance of continually growing as a professional;
- Explain the flow of the process; and
- Help the employee connect with the agency's mission, vision, and values.

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Preparation for the Meeting (continued)

- Ask the employee to come to the review having considered:
 - where they are currently as a professional;
 - where they would like to see themselves;
 - what they are currently doing or what is currently in place that is helping them to achieve their desired future state;
 - what barriers are in place that keep them from achieving their desired future state; and
 - what they need in the future to help them achieve their desired future state.

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Preparation for the Meeting (continued)

- Consider providing the employee with a blank performance evaluation form and ask them to complete it prior to the meeting.
- Ask the employee to review their job description prior to the meeting.

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Preparing Yourself for the Meeting

- Know and “own” your agency’s mission, vision, and values.
- Consider how you will get your employee invested in the mission, vision, and values of your agency.

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Preparing Yourself for the Meeting (continued)

- Completing the performance evaluation form:
 - Collect data;
 - Review notes from the rating period;
 - Review measures to see if employee reached or surpassed goals set for rating period;
 - Focus on behaviors not attitudes;
 - Consider the impact of performance on the agency; and
 - Prepare thoroughly for the discussion of goals with your employees.

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Conducting the Meeting

- Rev isit any outstanding items/issues:
- Ask the employee to share.
- Rev iew your completed version of the evaluation form with the employee and share the goals that you have identified for the employee.
- Com pare notes and solidify goals and next steps.

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Potential Responses to Identified Goals

Rejection

Acceptance

Com mitment

Buy -in

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Follow-Up

Base follow-up and monitoring on the established performance standards and performance goals.

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<p>Remember the Importance of Transfer of Learning Plans!</p> <p>Complete yours and refer to it often!</p>	
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